

SOCIOLOGY DEPARTMENT

COURSE TITLES & FALL 2016 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Fall 2016 are in **bold face** print)

MISCELLANEOUS/CROSS LISTED

10002/20002 Understanding Societies
10033/20033 Intro to Social Problems
23011 Selflessness and Selfishness
30019 Sociology of Sport
30022 Confronting Homelessness
30028 Survey of Hist. Dev. In Amer. Educ.
30029 Architecture which Hurts & Heals
30048 Latinos and the City
30059 Civil Society and Peacebuilding
30082 Equity, Justice, US Higher Ed.
30086 Race & Ethnicity/Lat. Pop in U.S.
33001 Sociology, Self, & Cath. Soc. Trad.
33028 Hist. of American Indian Education
33066 Soc. Concerns Sem.: Border Issues
33074 Prison Writing
33090 Proseminar
40001 Time & Society
40034 Gender & Violence
40068 Religion, Gender, & Development
43016 Visual Soc.: Explor. Society Photo.
45000 Sociology Internships
46000 Directed Readings in Sociology

CULTURE/MEDIA

20100 Intro to Cultural Sociology
23111 Sociology of Consumption
23195 Media, Technology, and the Good Life
30109 Sociology of Culture
33191 Consum. Cult. & Cult. of Consum
33199 Social Networks
43101 Telling About Society
43110 Media, Technology & Society
43113 Cultural Sociology
43162 Latino Art in Amer. Society
43165 Art in Everyday Life
43170 Materialism & Meaning in Mod Life
43171 Materializations of America
43197 Culture, Morality & Society

EDUCATION

20228 Social Inequality & Amer. Ed
20260 Rel. & Schooling in Amer. Society
30235 Sociology of Education
37290 Special Studies in Educ. Policy
43228 Controversies in Education
43240 Research on School Effects
43281 Racial/Ethnic Educational Ineq.
43290 Education Policy in a Reform and Data-Driven World

FAMILY

20342 Marriage and Family
43377 Family, Gender & Employment
43355 Family Seminar
43380 Gender & Sexualities in the Family

MIGRATION, DEMOGRAPHY, & MEDICINE

20014 Health and the Latino Paradox
20410 Sociology of Health and Medicine
20479 Latinos in American Society
23470 Making Latinos: ...
30408 Religion in Int'l, Global Rel.
33458 México-U.S. Border Imm. Sem.
43402 Population Dynamics
43404 Internat Mig: Mex & the US II
43471 Soc. Aspects of Mental Health
43479 Intl. Migration & Human Rts.
43490 Mexican Immig.: South Bend Study



POLITICAL/DEVELOPMENT/ ECONOMIC/ENVIRONMENT

20501 Glob. & Social Movements
20502 Today's Organizations
20533 Responding to World Crisis
20541 Soc. of War and Terror
20550 Devel. & Human Well-Being
30505 Aid and Violence
30514 Social Movements
30518 Sociology of Money
30581 Racism & Activism
30910 Environmental Sociology
33501 Political Protest in a Global...
40505 Globaliz. & Its Discontents
43510 Governance and Africa
43513 Sociology of Development
43515 Political Sociology
43524 Employment in a Chang Econ
43527 Social Network Analysis

43553 Building Democratic Insts.
43558 Comparing European Societies
43563 Nationalism & Globalization
43578 Chile in Comparative Persp.
43579 Social Org. of Secrecy & Dec.
43590 Sociology of Economic Life

RELIGION

20610 Sociology of Religion
20683 Religion, Gender and Family
30408 Rel. in Intl. & Global Relations
30600 Peace vs. Justice
30602 Jerusalem: Peace or Apoc.?
30605 Religion Nationalism & Peace
30651 God, Country, & Community
30671 Cath. In Contemp. America
30672 Religion and Social Life
30675 Rel., Mod., Secularizm, Rel. Persistence
40604 Tolerance: Ethical Perspective
40606 Rel. & Demo. In Comp. Per.
40607 Love & Violence: ...
43600 Society and Spirit
43662 Religion and American Society
43691 Religion and Soc Activism

SOCIAL PSYCHOLOGY

10722 Intro to Social Psychology
20722 Intro to Social Psychology
43719 Self, Society and Environment
43774 Society and Identity
43959 Sociology of the Life Course

DEVIANCE/CRIMINOLOGY/LAW

20732 Introduction to Criminology
33079 Rethinking Crime and Justice
33750 The Sociology of Violence
43704 Law, Society & Crim. Justice
43730 Crime and Dev in Ideolo Persp
43732 Controv & Crises in Modn Crim

STRATIFICATION/RACE & ETHNICITY/GENDER

20810 Gend Roles & Violence in Soc
20838 Social Inequality
20870 Inner City America
25850 White Privilege Seminar
30806 Race & Ethnicity
30838 Poverty, Ineqal., & Soc Strat
30846 Today's Gender Roles
33062 Latino Community Organizing
43839 Unequal America

**THEORY/METHODS/
RESEARCH**

- 23901 Power & Identities
- 23951 Found. of Int. Research Design
- 30900 Foundations of Soc. Theory**
- 30902 Methods of Soc. Research**
- 30903 Stats for Social Research**
- 30952 International Research Design
- 35900 Soc. Research Apprentices**
- 41800 Senior Thesis Workshop**
- 43901 Power & ID in Mod. Society
- 43910 Contemporary Soc. Theory
- 43959 Sociology of the Life Course
- 43991 Sociology Research Practicum
- 48000 Directed Research in Sociology**
- 48009 Senior Thesis Capstone Project**

**COURSES THAT FULFILL THE
UNIVERSITY "SOSC"
REQUIREMENT**

- 13181 First Year Seminar
- 10002/20002 Understanding Societies**
- 10033/20033 Intro to Social Problems**
- 10722/20722 Intro to Soc. Psychology**
- 20100 Intro to Cultural Sociology
- 20342 Marriage and the Family**
- 20732 Introduction to Criminology**
- 23011 Selflessness and Selfishness
- 30672 Religion and Social Life**

FIRST YEAR SEMINARS

- 13095 Media, Tech., & the Good Life
- 13181 All Society's a Stage**
- 13181 Breaking the Rules**
- 13181 Contemp. Educational Issues**
- 13181 Cultural Sociology
- 13181 Forming Citizens & Persons in America's Schools
- 13181 Immigration and Citizenship**
- 13181 Materializing America
- 13181 Racial/Ethnic Educ. Inequality
- 13181 Responding to International Crisis
- 13181 Sociology in Action
- 13181 Social Interaction
- 13181 Sociology of Money
- 13181 Sociology of Motherhood
- 13181 The Sociological Imagination
- 13181 Sustainable Wisdom**
- 13181 Understandings of Democracy



**DEPARTMENT OF SOCIOLOGY
UNDERGRADUATE COURSE DESCRIPTION BOOKLET
Fall 2016**

"Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. The subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. Few fields have the broad scope and relevance for research, theory, and application of knowledge that Sociology has." -American Sociological Association (http://www.asanet.org/cs/root/topnav/sociologist/what_is_sociology)

What can you do with a Sociology degree?

By learning about and exploring the factors that impact people's behavior and environments and by developing research skills, you will be well-prepared for the global and technological nature of the 21st century business world and for service in our multicultural communities, schools, and nonprofit organizations. Moreover, if graduate school (or law or medical school) is in your future, you will definitely be prepared for the challenges you will face because in the Sociology major, you will have lots of opportunities to do research and to sharpen your critical thinking and writing skills.

Notre Dame Sociology alums enter fields as diverse as business, law, medicine, health care administration, politics, religious ministries, research institutes, social work, teaching, university professorates, etc. Whether it is work or further study, you will be able to pursue your chosen career with confidence by majoring in sociology.

Studying Sociology

For general introductions to sociological studies, students are encouraged to take **Understanding Societies (Soc 10002/20002)**, **Intro to Social Psychology (Soc 10722/20722)**, or **Intro to Social Problems (Soc 10033/20033)**. Other 20000 level courses that provide good opportunities to see how sociologists study social phenomena include **Marriage and Family (Soc 20342)**, **Intro to Criminology (Soc 20732)**, and **Selflessness and Selfishness (Soc 23011)**. Students are urged to start the major (or minor) as early as possible, but they may declare the major or minor at any time as long as they are able to fulfill the requirements.

REQUIREMENTS of the MAJOR

Sociology majors must take a minimum of **31 credit hours (usually ten, 3-credit courses plus the 1-credit Proseminar course) offered by the department. The requirements for the major are as follows:**

- A. There are **four** 30000-level courses **required** of all majors (for a **total of ten credits**), which should be taken as soon as possible after declaring the major. These cornerstone courses are as follows:

Soc 30900	Foundations of Sociological Theory (3 credits)
Soc 30902	Methods of Sociological Research (3 credits)
Soc 30903	Statistics for Social Research (3 credits)
Soc 33090	Proseminar (1 credit)

- B. Each major also must acquire at least **twelve credits of Sociology elective courses**, usually consisting of four, 3-credit courses. These courses may be at **any level**, 10000 through 40000.
- C. Each major must take a **minimum of three, 3-credit, 40000-level courses** (for a total of **nine credits**). These courses must be lecture-based (40xxx), seminar-based (43xxx), or research-based (48xxx) courses. [**Students please note**: If a 40000-level course is not a lecture, seminar, or research-based course, that course will be counted in the electives category, NOT in the 40000-level category.]

REQUIREMENTS of the MINOR

The Sociology Department now offers a **Minor in Sociology**, which **requires 15 credit hours**. There are **no prerequisites**. To add the Minor in Sociology, students should make an appointment with the Director of Undergraduate Studies (DUS).

To complete the Minor, students must fulfill the following **requirements**:

- A. One 3-credit course in **sociological theory**. This can be met by taking either **SOC 30900**, Foundations of Sociological Theory, or **SOC 43910**, Contemporary Sociological Theory.
- B. **SOC 30902**, Methods of Sociological Research (3 credits)
- C. **Nine credits of Sociology electives (three, 3-credit Soc courses)**: These can be in any content area and at any level according to the following restrictions:
1. At least one of these courses must be at the 40000 level (either 40xxx, 43xxx, or 48xxx).
 2. No more than one of these electives may be at the 10000 level.

ADVISING POLICY IN SOCIOLOGY

Each student is assigned to a Sociology faculty advisor immediately after declaring the major or minor. (See the advisor-advisee list on the department's web site and on the undergraduate bulletin board just outside of 810 Flanner Hall.) Advisor assignments are based, as far as possible, on the individual interests of each student. Working closely with a faculty advisor, each student can map out a personalized program of study that will satisfy the department's requirements for the major and simultaneously accommodate the student's academic interests and career aspirations. Students may meet with their advisors at any time, but **must meet prior to registration**. In addition, all students are encouraged to **consult the DUS** on

- general questions about the major or minor
- **degree audit** issues
- **study abroad** advising and approvals

HONORS TRACK

The Sociology honors track offers students an opportunity to add depth and distinction to their Notre Dame Sociology degree, which will be advantageous whether they plan on attending graduate or professional school, doing service after graduation, or following a path into a business or research organization. Students who excel in their initial Sociology courses may be invited by the DUS to participate in the Sociology honors track upon the recommendation of a faculty member. Interested students may also contact the DUS on their own for information about participation.

The Sociology honors track entails fulfilling the following special requirements:

1. Students in the honors track must complete a **senior thesis**. Thus, **at least one 40000-level requirement must be fulfilled** via the Senior Thesis Capstone Project (**Soc 48009**).
2. Students in the honors track must take at least **one, 3-credit, graduate level Sociology course**. (This is how the total number of credits for Sociology honors track sums to 34.)

Sociology Honors Track Advising. Students enrolled in Sociology's undergraduate honors track will all work closely with the DUS. In addition, every student will have an individual faculty director for their senior thesis project. Students may identify a faculty member willing to serve as their individual director or seek the advice of the DUS in finding an appropriate mentor. Students interested in the Sociology honors track should meet with the DUS as soon as possible, preferably during their sophomore year, to discuss their interests and aspirations.

DOUBLE MAJORING

The Sociology major combines very well with a number of other majors. Many students also major in APH2 or SCPP, Business, Psychology, Political Science, a foreign language, or Economics. Some students combine Sociology with a supplementary major or a minor, such as Computer Applications; Business Economics; Education, Schooling, and Society; Poverty Studies; International Development Studies; Peace Studies; etc. **Students from another college (e.g., the College of Business or Science) who declare Sociology as a second major do NOT have to meet all the requirements of the College of Arts and Letters but rather just those of the college of their first major.**

Students pursuing the major in Sociology must meet all requirements of the department or have approved equivalent courses. In all cases, the department tries to be flexible when working out an individual student's program.

SOCIOLOGY INTERNSHIPS

The Sociology major offers an array of internship placements that provide students with the opportunity to work at a local organization or agency in a field related to Sociology, while earning 3 elective credits through **Soc 45000, Sociology Internships**. Participation in the Sociology Department's Internship course requires an application and the approval of the instructor.

STUDY ABROAD

The Sociology department encourages its majors to study abroad because it is a great way to stretch their "sociological imagination." In fact, cross-cultural comparison is one of the most basic sociological methods. Most abroad programs offer courses in Sociology or a related field; and majors may take up to 6 credits in Sociology that can be counted toward the required 12 elective credit hours. Abroad courses must be approved by the DUS.

Before going abroad, all majors are strongly urged to take the four cornerstone 30000-level courses, or at least Soc 30900 and 30902.

ADDITIONAL PROGRAM FEATURES

SOCIOLOGY WEBSITE: <http://sociology.nd.edu/undergraduate-program/>

Here, students will find links providing contact information, the advisor-advisee list, Sociology course information and major requirements, FAQ's, the honors track, graduate school planning, and career opportunities. In addition, students can get acquainted with some of our existing majors. They can also learn more about writing and research in sociology at this website.

ALPHA KAPPA DELTA: Alpha Kappa Delta (AKD) is an international honor society in Sociology, founded for the purpose of stimulating scholarship and promoting the scientific study of social phenomena for the promotion of human welfare. Academically distinguished students are nominated for membership in Notre Dame's Epsilon Chapter of AKD in either their junior or senior year. As seniors, those who were initiated in their junior year are encouraged to become involved in activities that enhance the intellectual life of the department.

SOCIOLOGY UNDERGRADUATE COURSE DESCRIPTIONS

Fall 2016

SOC 10002

Understanding Societies

Section 01: Kevin Christiano

TR 2:00p-3:15p

What explains why people act as they do and how their lives turn out? Scholars have long debated these questions. Moreover, from casual conversations to accounts described in the news, the public constantly weighs in on them. In this course, students will learn how sociologists approach and answer these questions. Central to the sociological theories that we will investigate to understand human behaviors and outcomes is a focus on the social context (e.g., friendship networks, neighborhoods, and organizations) in which individuals are embedded. We will explore diverse topics of the human experience, including happiness, love, death, disease, sacrifice, activism, and religion, in our effort to make sense of it sociologically. Students will also become familiar with the distinct methodologies and tools that sociologists use in their research. **(First Year Studies Only; Cannot have taken SOC 20002)**

SOC 10002

Understanding Societies

Section 02: Kraig Beyerlein

TR 3:30p-4:45p

What does it mean that humans are social creatures and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform these social structures. Course readings and discussions will focus on the experience of socialization and social norms, the important categories of race, gender, class, and culture, and the persistence of social inequality—particularly in the United States. Along the way we will learn a bit about social research methods and the 'sociological imagination', both of which will help students be smarter thinkers and consumers of social science research findings. Students will, as a result of taking this course, better understand both the society and world in which they live and the character and outcomes of their own personal lives. **(First Year Studies Only; Cannot have taken SOC 20002)**

SOC 10033

Introduction to Social Problems

Megan Andrew

TR 12:30p-1:45p

Today's society is beset by many serious social problems, for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect his/her views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problem. **(First Year Studies Only; Cannot have taken SOC 20033)**

SOC 10722

Introduction to Social Psychology

Jessica Collett

TR 9:30a-10:45a

The overarching goal of this class is to provide students with a working knowledge of social psychology and to stimulate an interest in ourselves, the world around us, and the connections between the two. This is a course about how we become who we are - how our personalities (or ourselves) are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings. However, interaction is a process between entities, a two-way street. Hence, it is not only about how the world around us shapes who we are, but also a course about how we shape others, the groups that we belong to, and the social structures around us. **(First Year Studies Only; Cannot have taken SOC 20722)**

SOC 13181

University Seminar: Breaking the Rules: Studying Criminal Behavior and How Society Controls It

Section 01: Michael Welch

TR 12:30p-1:45p

This course is designed to help students acquire an understanding of criminal behavior in America and how society deals with it. Particular attention will be directed toward examining the fundamental concepts of criminal behavior and social control (both formal and informal types), as well as other important underlying questions (e.g., the necessity and limits of social control). Students will be introduced to important concepts and theoretical perspectives from criminology and the social sciences, and will be asked to apply what they learn in written commentaries and in intensive discussions of assigned readings. In addition to leading and participating in these class discussions, each student will be assigned to a research group. These groups will be required to construct and deliver an in-class presentation on an assigned topic that relates to the course. **(First Year Studies Only)**

SOC 13181

University Seminar: Immigration and Citizenship

Section 02: Gilberto Cardenas

TR 11:00a-12:15p

This course will address the dynamics between current migration flows to the United States and issues pertaining to inclusion and citizenship of immigrants in American society. Special attention will be given to the flow and stock of immigrants from the Americas. We will discuss these dynamics in the context of the historical background of U.S. immigration policy and public policy regarding the position of immigrants in the contemporary period. We will draw on our understanding of these issues from both written materials as well as from the visual records-photographs, art and film. **(First Year Studies Only)**

SOC 13181

University Seminar: All Society's a Stage: Social Stratification, Inequality, and Poverty

Section 03: Megan Andrew

TR 2:00p-3:15p

Have you ever heard of The Rolling Stones? Now, have you ever heard of Merry Clayton?

This course introduces students to the concepts of social stratification based on answers to these two seemingly irrelevant questions. We use these questions and their typical answers as a backdrop for understanding how societies and the inequalities that can occur in them work from a sociological perspective. We treat societies as clusters of positions with attached rewards and consider the differences in these positions and the links between them based on

race, gender, and social class. We pay special attention to poverty as a social position in a hierarchically arranged, or stratified, society. We will develop this sociological perspective through popular music, readings, group and class discussion and activities like the \$2 Challenge, and written essays. **(First Year Studies Only)**

SOC 13181

University Seminar: Sustainable Wisdom, Civilization, and the Good Life

Section 04: Eugene Halton

TR 11:00a-12:15p

The story of civilization as a march from primitive conditions and scarcity to inevitable progress and abundance has given way to a record showing the legacy of pre and non-civilized peoples as thriving in sustainable lifestyles and beliefs. The advent of civilization marks a break from that long past and its sustainable wisdom, toward progressive ways of living that also came with many costs, ancient and modern.

Through a combination of diverse readings, practical activities, field trips, and the sustainable wisdom conference, this seminar will consider the place of sustainable wisdom for contemporary civilization. The first weeks examine the watershed of consciousness involved in the transition from hunter-gatherer life to that of agriculturally-based civilization. Later topics include transitions to modern life and how practices and ideas from the legacy of sustainable wisdom might contribute to the good life today. **(First Year Studies Only)**

SOC 13181

University Seminar: Contemporary Educational Issues

Section 05: Mark Berends

TR 9:30a-10:45a

The major goal of this course is to develop an understanding of the interaction among society, schools, and teachers-with a particular focus on educational opportunity. The content of the course is grounded in current controversies in the field of education as presented through research and media. Throughout the semester, students will examine cases that address challenges of equity in education. Students' experiences in the course will link academic scholarship with field practice. There will be several debates during the semester in which students participate and then write a position paper. Each of the debates will begin with a formal presentation of a case supported by class readings, video, debate, and lecture. Students will be required to prepare reflective writings, engage in class discussions, and thoughtfully defend their opinions.

Other desired goals of this course include fostering students' (1) awareness of the complexity of learning and schooling; (2) recognition of the broad array of opportunities to participate in the field of education; and (3) understanding the interconnections among society, schools, families, teachers, students, curriculum, instruction, and educational policies. **(First Year Studies Only)**

SOC 20002

Understanding Societies

Terence McDonnell

MW 11:00a-12:15p

Societies are the contexts for all that we experience as human beings, but we often take these settings for granted. Our families, schools, and jobs, beyond being avenues for our own contact with the world, are also major components of the society in which we live. Moreover, these components influence the very ways in which we live. Sociology is the discipline that attempts to understand how societies work, and "Understanding Societies" is a basic introduction to that discipline. In it, you will learn about sociology's varied intellectual origins, its dual organization as a humanistic and a scientific pursuit, and - most broadly - the uncommon perspective that it offers for viewing human activities and aspirations. **You cannot take both this course if you have already taken SOC 10002 because the courses are equivalent. (Sophomores, Juniors and Seniors Only)**

SOC 20033

Introduction to Social Problems

Erika Summers-Effler

TR 9:30a-10:45a

If we pause for a moment, we realize that our world is marked by social problems that undermine the wellbeing of many, some more than others. These problems span a range of issues, including poverty and inequality, environmental degradation, discrimination, violence, consumerism, and violations of human rights. What is it about such issues that makes them problematic? Why are certain issues especially problematic for some but not others? How do we identify the causes of these problems and think about them in ways that can lead to helpful solutions? This course addresses such questions from a sociological perspective—an approach that links the individual to the social and shows the effects of social institutions and interactions on human behavior. To do so, the course will examine multiple social problems in the United States and around the globe. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent. (Sophomores, Juniors and Seniors Only)**

SOC 20228

Social Inequality and American Education

Amy Langenkamp

MW 12:30p-1:45p

Many have claimed that the American educational system is the “great equalizer among men.” In other words, the educational system gives everyone a chance to prosper in American society regardless of their social origins. In this course, we will explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered in the course include: unequal resources among schools, sorting practices of students within schools, parents’ role in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty. **(Sophomores, Juniors and Senior Only)**

SOC 20342

Marriage and the Family

Elizabeth McClintock

MW 11:00a-12:15p

The family is often understood as the primary and most fundamental of social institutions. Topics covered will include the diverse forms the family has taken over time and across different groups, gender, parenthood, how work impacts family, and what the future of family looks like. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools for understanding how family life is linked to the social structure; to economic, cultural, and historical events and transitions; and to societal factors like race, class, and gender. A major goal is to encourage students to think critically about their own ideas and assumptions about marriage and family life as we work through course material together. **(Sophomores & Juniors Only)**

SOC 20410

Health, Medicine and Society

Russ Faeges

TR 5:05p-6:20p

This course is a comprehensive introduction to the sociology of health and of medicine. First we will examine how sociological variables affect people's health. Research is rapidly accumulating which shows that sociological variables have a huge impact on people's susceptibility to various illnesses, on their access to health care, and on their compliance with medical advice. Such variables include people's neighborhoods, occupations, and lifestyles; their social class, education, race, ethnicity, and gender – and the density of “social networks”, whose importance for health was predicted by one of sociology's founders over 100 years ago. Second we will examine medicine, both the practice of medicine by individual health care professionals, viewed sociologically, and the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work. In addition, we will examine sociological issues that overlap “medicine”, such as radically long shifts; the rapid increase in the proportion of female doctors; and increasing concern with work/family balance among practitioners. Third, we will examine health and medicine in relation to other dimensions of society, such as the modern economy, the media, law, the internet, government and politics. Health and medicine are intrinsically social and they cannot be isolated from the effects of the rest of society, many of which run counter to strictly “medical” considerations. Finally, we will examine health and medicine globally. We will compare health and medicine in a number of societies to see and explain how they are similar and how they differ—for example, how different societies pay for medical care. And we will examine global trends with implications for health and medicine that require cooperation among societies, such as the way in which global air travel both increases the danger of global pandemics and makes possible “medical tourism.” **(Sophomores, Juniors & Seniors Only)**

SOC 20722

Introduction to Social Psychology

Justin Van Ness

TR 5:05p-6:20p

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction – how the self shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life. **You cannot take this course if you have already taken SOC 10722 because courses are equivalent. (Sophomores, Juniors & Seniors Only)**

SOC 20732

Introduction to Criminology

Mim Thomas

TR 11:00a-12:15p

As an introduction to the topic of Criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. **You cannot take this course if you have already taken SOC 30732 because courses are equivalent.**

SOC 23111

Sociology of Consumption

Sara Skiles-du Toit

TR 12:30p-1:45p

This introductory course provides an overview of sociological theory and methods that will allow us to examine everyday consumption practices from a sociological perspective. Drawing on the work of early sociological theorists as well as contemporary sociologists, marketers, and others concerned with consumption processes in the global economy, we will seek to discover why people consume the things that they do, and how those decisions influence both their lives and their communities. We will consider the objects we consume and the activities we like to engage in during our free time and see what these suggest about us and our society. Students will examine how identities and social relationships are influenced by consumption, as well as the social functions and outcomes of consumption decisions. Drawing on daily practices such as shopping, making decisions about diet, and how we respond to advertisements, the course examines the various and contradictory roles that consumption plays in contemporary society. **(Sophomores, Juniors & Seniors Only)**

SOC 30022

Confronting Homelessness in American Culture & Society

Benedict Giamo

TR 11:00a-12:15p

The purpose of this course is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, we will draw upon insights from literature, cultural history, documentary film, creative nonfiction, and ethnography. We'll focus on the degree of permanence and change in our approach to both historical and contemporary forms of the social problem. In addition, the causes of extreme poverty and homelessness will be analyzed, and the various cultural representations that work to organize social perceptions of the situation will be explored. There will be an experiential or community-based learning dimension to the seminar as well. All students are required to make at least 10 weekly visits to the Center for the Homeless in South Bend (30 hours), write documentary accounts of their experience, and complete a final paper. **(Sociology Majors Only)**

SOC 30029

Architecture which Hurts and Architecture which Heals

Anre Venter (Psych) & Lucien Steil

R 3:30p-6:00p

Architects and urban designers typically fail to use assessments that combine input from disciplines such as anthropology, psychology, sociology and health sciences to inform their designs. This course addresses questions about the nature of the relationship between the environment that people inhabit and human experience; and whether building design (both the structure and the interior design) contribute to either negative (hurtful) or positive (healing) effects on those who use that space?

Academic component: Developing an understanding of the philosophical and theoretical background to the design and practical administration of programs within the St. Joseph County Juvenile Justice Center (SJJJC) and assessing its effectiveness in achieving the desired outcome (reducing recidivism rates). Identifying and examining best practices institutions recognized for their effectiveness in producing the desired behavioral outcomes in the inhabitants.

Community engagement component: In-depth interactions with people (staff and inmates) at the SJJJC as well as those identified for their best practice performance (Bastoy Prison, Norway & the Justice Center, Leoben, Austria) in developing the theoretical and practical foundation for the development of programs to be implemented at the SJJJC.

Design and research component: Redesigning of a residential pod in the SJJC in conjunction with the inmates and staff, the implementation of these changes, and evaluating the effects on the behavior of the inhabitants. **(Sociology Majors Only; Department Approval Required)**

SOC 30082

Equity, Justice, and U.S. Higher Education

Tara D. Hudson

MW 3:30p-4:45p

Since the founding of the first college in 1636, U.S. higher education has been a force both for and against social justice and the achievement of equitable outcomes for different sociocultural groups. In this course we will investigate the following broad questions regarding the role of higher education in U.S. society, using a social justice framework informed by critical theory, Catholic Social Teaching, and other scholarly perspectives:

- Whom has U.S. higher education served in the past, and whom does it serve today? Whom does it not serve? Whom should it serve?
- Does U.S. higher education promote equity for members of marginalized groups, or does it entrench privilege among members of dominant groups? Is it a force for social mobility, or for social stratification?
- Does U.S. higher education have a social responsibility? What should that responsibility be? How well is it meeting that responsibility?

We'll begin by examining the historical role of U.S. higher education as a force for (in)equity and (in)justice, and then move to examining (in)equities in access to higher education, students' experiences within colleges and universities, and outcomes of higher education. We will also examine the role of higher education as a social institution, including higher education as a public good and the mission and responsibility of higher education. **(Sociology Majors Only)**

SOC 30408

Religion in International and Global Relations

Atalia Omer

MW 12:30p-1:45p

The so-called resurgence of religion to global politics, conventionally dating back to the Iranian Revolution of 1979, challenged the secularist myopia that informed policy makers and theorists of international relations. But it took the events of September 11th, 2001 to fully catalyze a process of rethinking the role of religion, on both the levels of theory and practice within the contexts of international relations. Both theorists and practitioners in the arenas of international relations are trying to decipher how to theorize religion into the existing paradigms of realism, liberalism, and constructivism. The course will examine these conversations, dating back to Westphalia of 1648 and the historical role of religion in the construction of the international system of nation-states. The course will also study the establishment of the Office of International Religious Freedom under the auspices of the US Department of State and the strategic incorporation of the "promotion of religious freedoms" globally as a key geopolitical agenda of the US as well as the related establishment of an office of "religious engagement" also under the auspices of the State Department. We will examine the arguments of supporters of these developments as well as the arguments of critics. Beyond a focus on how religion is theorized into conventional paradigms informing thinking about and the practice of international relations, the course will also explore the role of global religious networks in transforming the discourse about religion and politics. **(Sociology Majors Only; Sophomores, Juniors, & Seniors Only)**

SOC 30514
Social Movements
Peter Ryan
MWF 11:30a-12:20p

How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course we will consider how sociology has contributed to our understandings of social movements. We address questions about the forces that shape social movement emergence and that affect their possibilities for impacting social change at local as well as national and global levels. While movements may have limited impact on specific policies, there are many other ways they can affect individuals as well as the larger cultural contexts. We therefore will also consider the effects of social movements and the organizations they generate on collective identities, networks, and larger public discourses and culture. **(Sophomores, Juniors, & Seniors Only)**

SOC 30672
Religion and Social Life
Kevin Christiano
TR 3:30p-4:45p

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States. **(Sophomores, Juniors & Seniors Only)**

SOC 30900
Foundations of Sociological Theory
TBA
TR 12:30p-1:45p

The course explores the content and the method of great written works by Sociology's founding theorists. Theorists to be discussed include Durkheim, Weber, Marx, and Tocqueville. An examination of their writings serves as an introduction to the intellectual concerns and the new insights, the theoretical ambitions and the controversies that provided the foundation for the development of Sociology. Through a focus on classic texts the course will address two main themes: the methodological arguments concerning the appropriate intellectual strategy for fulfilling Sociology's scientific ambitions and the substantive debates over the nature and dynamics of a changing society. Some attention will be directed to the implications of classical sociological theory for contemporary controversies and research. **(Sociology Majors Only)**

SOC 30902
Methods of Sociological Research
Mark Gunty
MW 11:00a-12:15p

Sociology 30902 is designed to provide an overview of research methods in the social sciences. Topics covered include (1) hypothesis formulation and theory construction; (2) the measurement of sociological variables; and (3) data collection techniques – experimental, survey, and observational. At the end of the course, students should appreciate both the strengths and the limitations of sociological research methods. **(Sophomores, Juniors & Seniors Only)**

SOC 30903

Statistics for Social Research

TBA

MWF 9:25a-10:15a

We frequently encounter statements or claims based on statistics, such as: “Women earn less than men,” “The American population is becoming more racially and ethnically diverse,” or “Married people are healthier than unmarried people.” On what information are these statements based? What kinds of evidence support or refute such claims? How can we assess their accuracy? This course will show students how to answer these sorts of questions by interpreting and critically evaluating statistics commonly used in the analysis of social science data. Hands-on data analysis and interpretation are an important part of the course. You should finish the course with the ability to interpret, question, and discuss statistics accurately and with an understanding of which type of statistic is appropriate for different kinds of data and research questions. You should also finish the course with basic programming and data analysis skills. No prior statistical knowledge is required. This course is ideal for students interested in the social and/or life sciences as well as business and/or law. **(Sophomores, Juniors, & Seniors Only)**

SOC 33090

Proseminar

Mim Thomas

F 12:50p-1:40p

This course provides an introductory overview of the Sociology major and the opportunities students have within the Sociology department and the Arts & Letters College, as well as across the university. The course has a practical focus. Some classes are devoted to equipping students with knowledge and skills that will serve them as they progress through the major. Other classes focus on future plans, such as entering the work force, going on to graduate or professional school, and performing service after the baccalaureate. The idea of “career as vocation” is also explored. **This course is for one credit, pass/fail, and is required of all Sociology majors. (Sociology Majors Only; Sophomores, Juniors, & Seniors Only)**

SOC 33458

México-U.S. Border Immersion

Kraig Beyerlein

R 6:00p-7:45p

This experiential-learning course exposes students to various perspectives about immigration issues, especially those related to the México-U.S. border. During our in-class meetings (about an hour per week), we will discuss scholarly and journalistic accounts of why migrants leave their home countries, the struggles they face during the journey, how U.S. citizens are responding, and possible policy solutions. For the immersion part of the course, we will travel to the Southern Arizona borderlands during the first week of January. Among other activities, we will observe Operation Streamline legal proceedings, be trained for and participate in humanitarian efforts, tour a Border Patrol and detention facility, visit the border wall and learn about its environmental impact, hear from faith leaders about their current and past border activism, and visit Nogales to experience everyday life in a border community. Throughout the course, particular focus will be given to the intersection of religion—especially Catholic Social Teachings—and border and immigration issues. To be eligible, students must complete an application, posted here: https://www3.nd.edu/~csc/application/sem_application.php?s=Fall&y=2016. Enrollment is competitive. The 15 available spots will be chosen based the application responses, with preference given to those submitting earliest. Students will be notified about their status within a week of submitting the application. There are fees associated with this seminar (see CSC website for information). Note: Due to the overlap in content, students who have completed the one-credit version (CSC 33966/SOC 33066) cannot take this course. **(Sociology Majors Only; Department Approval Required)**

SOC 33750

The Sociology of Violence

David Gibson

MW 11:00a-12:15p

Violence is an unfortunate fact of life, but sociologically it poses a quandary, for to initiate violence is to invite it in turn, so one would think that people would do everything possible to avoid it. This course will cover sociological (and to a lesser extent psychological) research on the causes of violence, the dynamics of violence once it has started, the experience of being in a violent situation, and the consequences of violence. We will also talk about attempts to prevent and curtail violence. Topics will include criminal violence, ethnic violence, domestic violence, gang violence, military violence, police violence, and school violence. We will alternate between lectures and readings about basic scientific research with discussion of journalistic and historical accounts of violent episodes and associated video recordings. Requirements will include examinations, reading quizzes, attendance/participation, and at least one paper. **(Sophomores, Juniors & Seniors Only)**

SOC 35900

Sociology Research Apprenticeship

Individual Faculty Mentors

Coordinator: Mim Thomas

In the Sociology Research Apprenticeship course (SOC 35900) students gain experience working on a faculty member's research project. This opportunity offers students the chance to acquire practical knowledge about the sociological research process as well as to begin developing sets of skills necessary for conducting fruitful sociological research. Students will also be encouraged to develop ideas for their own independent senior thesis project during their time in the apprenticeship. Students in this course must fill out an application to be considered. At the beginning of each semester, the Director of Undergraduate Studies sends an e-mail to all Sociology majors with a list of the available research projects along with instructions on how to apply for them. All Sociology majors are eligible. (This course is for one credit and is repeatable. The grade structure is S/U.) **(Department approval required)**

SOC 37290

Special Studies in Education Policy

Megan Andrew

Why should we ensure every child receives a quality education? How can we ensure every child receives a quality education? What even constitutes a "quality education"? These are the sorts of conceptual issues for which policy makers must develop concrete solutions in their day-to-day work. In this graded, variable credit (1-3) externship, you can practice developing such solutions while collaborating with the Indiana Department of Education, the Indianapolis Office of Education Innovation, and other state and local education policy stakeholders to address current education policy issues. This externship is an opportunity to apply various major-specific skills to education policy, including financial analysis, marketing, policy analysis, sociological and organizational theory, and general data analysis. Projects span the course of a semester and include up to two trips to Indianapolis to meet with education policy stakeholders. Travel costs are included in the course. . Department approval required. (Application required: See Sociology's DUS.) (This course is for one credit and is repeatable.) **(Sophomores, Juniors & Seniors Only, Department approval required)**

SOC 40001
Time and Society
Russell Faeges
TR 3:30p-4:45p

The sociology of time is the study of how societies USE time, and every society uses time differently than every other society – some of them very differently indeed. Life in some societies is fast paced, in others slow paced. In some societies “on time” means “to the minute”, in others ... not so much. Even within societies there are sub-cultures and individuals who live by different rhythms and thereby get in each other’s way and drive each other crazy.

Think of “the life course”: the ages at which people start dating, can drink legally, start working, have sex, marry, have children, retire, – all vary from society to society. But who decided that you’re too young ... or too old ... to be doing that anyway? (And did you accept – do you accept -- those social norms or did you try to evade them and live at your own pace?)

Or, zoom in on your day: do you have too much time or too little for what you need or want to do – and do you get enough hours of sleep every night? Have you ever had to rush to get to class “on time” or get an assignment in “on time” or to make any deadline “on time” – and what’s with that word DEAD-line anyway?

All of the above topics and many, many more are part of the sociology of time. In this course we will first introduce the major themes, issues, and approaches in the study of social time and then focus in more depth on selected topics, including some selected with reference to student interests. Grades will be based on written work, both short reports/reflections and several medium length essays. Class meetings will be devoted to discussions and workshops. **(Juniors & Seniors Only)**

SOC 40068
Religion, Gender, and Development
Atalia Omer
MW 9:30p-10:45p

Is religion an obstacle or opportunity for women’s empowerment? Religion is often seen as institutionalizing and perpetuating patriarchy and thus operating in contradiction to women’s agency, rights, and equality. This course will grapple with the tensions and contradictions between the imperative of gender justice foregrounded in the Sustainable Development Goals and religions’ competing conceptions of women’s roles. The course will overcome some of this dichotomizing of secular and religious paradigms of development by looking at the theoretical and practical work of religious feminists. In responding to the question “is religion an obstacle or opportunity for women’s empowerment?” we will debate why feminists and religious actors are hesitant to collaborate on development agenda and what does this indicate about the potential relations between development and religious reform. **(Sociology Majors Only)**

SOC 43101
Telling About Society
Terence McDonnell
MW 9:30a-10:45a

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly, make our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We

consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people’s “ways of seeing” that topic. In this project, students will persuade their audience using a variety of “lenses” to make their case: from ethnography to documentary film to radio journalism to new media and more. **(Juniors & Seniors Only)**

SOC 43281

Racial/Ethnic Educational Inequality

Amy Langenkamp

MW 11:00a-12:15p

This course examines the educational experiences and struggles of racial/ethnic minority students in US public schools. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will explore legal, political, historical and social perspectives regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups. **(Juniors & Seniors Only)**

SOC 43380

Gender and Sexualities in the Family

Abigail Ocobock

MW 12:30p-1:45p

Gender and sexuality are often taken for granted categories in social life and this is nowhere truer than in families, where the operation of gender and sexuality are usually invisible or appear as natural and private. Studying families offers a lens through which to explore and better understand gender and sexuality as complex social processes that structure our everyday lives. But families do not just reflect broader gender and sexual structures and inequalities – they also create and perpetuate them. As such, we will consider both how gender and sexuality affect our family aspirations and experiences, and how gender and sexuality get produced and reproduced within families. Some specific areas of family life we will explore include: dating, marriage, reproduction, parenting and child socialization, domestic labor, the negotiation of paid work and family care, and sexual desires and practices. We will draw on empirical studies about a variety of different kinds of families, including heterosexual, LGBTQ, and polygamous families. This is a discussion-based, seminar course that requires high levels of class participation. **(Juniors & Seniors Only)**

SOC 43479

International Migration and Human Rights

Section 01: Jorge Bustamante – TR 2:00p-3:15p

Section 02: Jorge Bustamante – T 3:30p – 6:15p

This course is an extension from the “minicourse” to a full term offered by Professor Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the “industrial revolution” to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States migration policies, and its social and economic implications, are discussed.

The recent developments within the context of the United National Commission of Human Rights on the relationship between migration and human rights are also covered. **(Sophomores, Juniors & Seniors Only; Cannot have taken SOC 30464)**

SOC 43515

Political Sociology

Samuel Valenzuela

TR 9:30a-10:45a

A survey of the major theoretical traditions in the field, followed by a special focus on issues such as the process of state formation, sequences and forms of political development, the social bases of parties and their formation, the characteristics of party systems, the origins and characteristics of democratic and authoritarian regimes, the relationships between labor movements and politics, etc. Examples and case studies will be drawn from Europe and the Americas. **(Juniors & Seniors Only)**

SOC 43719

Self, Society, and Environment

Andrew Weigert

TR 12:30p-1:45p

This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology knowledge perspective and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change. **(Junior & Senior Only)**

SOC 43730

Crime and Deviance in Ideological Perspective

Michael Welch

TR 2:00p-3:15p

This upper-level seminar course is intended for junior and senior sociology majors only. It will focus on important current issues and controversies (e.g., racial profiling, victimless crimes, cyber-crimes, etc.) that are central to the study of crime and deviance in modern society. Students will be required to discuss and analyze these issues from a variety of sociological perspectives. The issues that are studied may change each time the course is offered. You cannot take this course. **(Sophomores, Juniors & Seniors Only)**

SOC 45000

Sociology Internship

Mim Thomas

This is a community-based learning course designed to give students some practical experience in the area of urban affairs, social welfare, education, health care, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory to future careers. Students are placed in a community agency in the South Bend area and normally work seven hours per week as interns under the supervision of an experienced practitioner. Scheduling hours is a flexible process in order to accommodate the intern's availability and the needs of the host agency. While there are no prerequisites, preference is given to Sociology majors, ALPP or SCPP majors, PSIM minors, and students who have had course work in an area related to social concerns. This is a graded course. In addition to field work, academic work includes reading scholarly works related to the field placement, periodic

group meetings with the instructor and others in the course, periodic short reports, and a final paper. (For more information and/or an application, contact Ann Power at apower@nd.edu.) **(Department Approval Required)**

The following is a list of agencies that have accepted interns. Students may also request placement in an agency they find on their own (subject to approval by the instructor).

La Casa de Amistad

Salvation Army of St. Joseph County (Social Services)

Sex Offense Services of St. Joseph County (must complete paper work and training a semester in advance)

Early Childhood Development Center

Good Shepherd Montessori School

Robinson Community Learning Center

Upward Bound College Preparatory Program, UND

AIDS Assist

Center for Hospice & Palliative Care, St. Joseph County (usually requires two-semester commitment)

Sr. Maura Brannick Health Center at Chapin Street

The CASIE Center (Child Abuse Services, Investigation & Education)

Family Justice Center

Indiana Legal Services

SOC 46000

Directed Readings in Sociology

Individual Directors

Coordinator: Mim Thomas

Directed Readings in Sociology offers a student the chance to work closely with a member of the faculty on a topic that is not available through any of the regularly offered courses. This independent study course allows for the student, under the guidance of the faculty mentor, to draw up a reading list and study plan for in-depth reading throughout the semester. The student is responsible for periodic oral and/or written reports and at least one major paper. To qualify for this course, **a student must have a GPA of at least 3.5 in Sociology**. A formal application is required. Students should have a clear idea of the topic they want to pursue and the faculty member they have asked to direct them before requesting a copy of this form from the Director of Undergraduate Studies. This is a graded course, no exceptions. Department Approval Required. (Before department approval is given, the student must have the application signed by the faculty member, the DUS in Sociology, and an Assistant Dean in the A&L Undergraduate Studies office.) **(Formal application and Department Approval Required)**

SOC 48000

Directed Research in Sociology

Individual Directors

Coordinator: Mim Thomas

Directed Research in Sociology offers students a chance to engage in hands-on research, either by working on a faculty member's research project or by pursuing one's own research question unrelated to a senior thesis project. By the end of this course, students should demonstrate a deepened sense of empiricism and methodological understanding. This is a graded course, and a formal application is required. (See the DUS for a copy.) Students engaged in a faculty member's research project should work out a study plan and evaluation process for assigning a final grade with the faculty member. Students engaged in their own research project should (1) submit their research questions, hypotheses, data source, and methodology to their faculty director at the time of application to the course, and (2) submit a written research report by the end of the semester, as part of the final evaluation process. **(Department Approval Required)**

SOC 48009

Senior Thesis Capstone Project

Individual Directors

Coordinator: Mim Thomas

This is the Sociology Department's course for students who want to write a senior thesis. The senior thesis is a two-semester endeavor. All sociology majors are encouraged to consider capping off their studies in sociology by undertaking a senior thesis. Whether one is going on to graduate or professional school or immediately out into the work force, writing a thesis is a mark of competence, creativity, and independent thinking. In SOC 48009, students work on independent research projects, under the guidance of individual faculty directors. Students may enroll in this course for two consecutive semesters (for a total of 6 credits), or they may begin their thesis research in another course (e.g., SOC 43904, SOC 48002, SOC 48701, or ALHN 48980) and then complete their projects through this course in the second semester. Students who want to complete a senior thesis must see the Director of Undergraduate Studies for an application and for advice on finding an appropriate faculty director for their thesis. (All honors track students are required to write a senior thesis and to enroll in this course for at least one semester.)

Department Approval Required. Co-requisite: SOC 41800, Senior Thesis Workshop. (Sociology Majors Only)